

# Homework at Willingdon School

## Purpose:

- **Encourages** self-discipline and study habits.
- **Reinforces** class work and consolidates learning.
- Provides additional **assessment** opportunities.
- Gives students experience of **working on their own**.
- Develops a sense of **responsibility**.
- Involves **parents/carers** in the educational process.

## Minimum frequency:

### Year 7 and Year 8:

English, Science, and Maths = weekly (30 minute duration)

All other subjects = fortnightly (30 minute duration)

### Year 9:

All subjects = weekly (30 minute duration)

### Year 10 and Year 11:

English, Science, and Maths = weekly (1 hour duration)

All other subjects\* = weekly (45 minutes)

\*excludes core PE

## Best practice:

- Homework is planned and **embedded** within the curriculum.
- Homework is posted on **EduLink** with **clear instructions** and **attached resources**.
- It is made clear whether a child will receive **feedback** for that piece of work.
- The task is **explained** in class to the students before they leave.
- **Adaptations** are made to resources for those who need them.
- Homework has a **clear purpose** and is explicitly linked to what students are learning in class, it is not a tokenistic add-on.

*“Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools.*

**Education  
Endowment Fund  
(2017)**

Year 7	Monday	Tuesday	Wednesday	Thursday	Friday
7AM1	English/Art	Maths/PE/Music	Hist/Rotation/Drama	Science/Latin/MFL/Ethics	Geog/RSHE
7AB1	English/ Latin	Maths/PE/Drama	Art/Rotation	Science/Geog/Ethics/RSHE	Hist/MFL/Music
7AT1	English/Geog/Art	Maths/Music/Ethics	Latin/Rotation	Science/ MFL/ RSHE	Hist/PE/Drama
7AN1	English/Music/Art/RSHE	Maths/PE/Drama	Hist/Rotation	Science/Geog/Ethics	MFL/ Latin
7AM2	English/Hist/Music/RSHE	Maths/Ethics	Rotation/Drama	Science/MFL/Latin/Art	PE/Geog
7AB2	English/Latin/Music	Maths/RSHE	Rotation/MFL/Drama	Science/ Hist/Ethics	PE/Geog/Art
7AT2	English/Geog/Music	Maths/Latin/RSHE	Rotation/Hist	Science/ MFL/Art/Drama	PE/Ethics
7AN2	English/ MFL/ Latin/RSHE	Maths/Hist/Music	Rotation	Science/Geog/ Drama	PE/Art/ Ethics

Year 8	Monday	Tuesday	Wednesday	Thursday	Friday
8AM1	English/PE/Music	Maths/Drama	Rotation/Ethics	Science/Geog/Art	Hist/MFL/Latin/RSHE
8AB1	English/PE/Hist	Maths/Latin/Music	Rotation/Geog/Art	Science/MFL/Drama/Ethics	RSHE
8AT1	English/PE/Hist/Drama	Maths/Latin	Rotation/MFL/Art	Science/Music/RSHE	Geog/Ethics
8AN1	English/PE	Maths/Latin/Drama	Rotation/Hist	Science/Music/Ethics/RSHE	Geog/MFL/Art
8AM2	English/PE/Geog	Maths/Rotation/Drama	Music/Ethics	Science/MFL/Latin/Art	Hist/RSHE
8AB2	English/PE/RSHE	Maths/Rotation/Latin/Ethics	Geog	Science/Hist/Art/Drama	MFL/Music
8AT2	English/PE/Geog/Music	Maths/Rotation/RSHE	Latin/Ethics	Science/Hist/Drama	MFL/Art

Year 9	Monday	Tuesday	Wednesday	Thursday	Friday
9AM1	English/Hist	Maths/Geog	Rotation/Latin	Science/Spanish/Music/Ethics	PE/Art/RSHE
9AB1	English/Art	Maths/Geog/RSHE	Rotation/Hist/ Ethics	Science/Latin	PE/Spanish/Music
9AT1	English/RSHE	Maths/Latin/Art	Rotation/Hist	Science/French/Music/Ethics	PE/Geog
9AN1	English/Geog	Maths/History/Ethics/RSHE	Rotation/Music/Latin	Science/Spanish	PE/Art
9AM2	English/Geog/Spanish	Maths/Rotation/Art	Hist/Latin	Science/PE/Ethics	Music/RSHE
9AB2	English/Hist/Latin	Maths/Rotation/Art	Geog/Ethics/RSHE	Science/PE/Music	Spanish
9AT2	English/RSHE	Maths/Rotation/Ethics	Hist/French/Art	Science/PE	Geog/Latin/Music

Year 10	Monday	Tuesday	Wednesday	Thursday	Friday
	English	Maths	Option A	Option C	Science
	Option D	Option B			

Year 11	Monday	Tuesday	Wednesday	Thursday	Friday
	English	Maths	Option C	Option D	Science
	Option A	Option B			

### **Key Stage 3 Rotation:**

The rotation includes the following subjects which are delivered in blocks over the year: DT, Food Preparation, Enterprise, Computing, and Music Technology.

**Year 7 and 8 subjects** which are set fortnightly will be spread out to avoid an overwhelming amount of homework in one week.

The following subjects fall into 2 categories:

**Green week:** History, Geography, MFL (Languages) and Latin

**Purple week:** Rotation subject for that term, Music, Art, PE, Drama, Ethics, and RSHE.

### **Key Stage 4 Homework:**

The timings above are **recommendations only**. Students can opt to spread their work throughout the week/ weekend as they see fit, as long as they are submitting the completed homework on the set day/ date and to the expected standard. The timetable seeks to offer a structure that will support students throughout the week but is not set in stone. We do expect a lot of KS4 students in terms of homework/ independent study and know that their outcomes will be impacted if they are not spending the requisite amount of time working independently. Naturally, homework will need to be differentiated and presented/ explained so we are confident that students can access the work and that they know where to go for help. Staff too will need to use their emotional intelligence when it comes to setting extended pieces of work that may need to be staggered through the week.

## Student voice:

WWW	EBI
<ul style="list-style-type: none"><li>- Students like the fact that homework is all on Edulink.</li><li>- Students enjoy variety of tasks set.</li><li>- It was our perception that too much was online, but students enjoyed home works which they could 'tick off' as such online.</li></ul>	<ul style="list-style-type: none"><li>- Students want teachers to make the purpose of the task clearer in lessons and dedicate more time to explanation.</li><li>- Students need to be able to see how their homework links to the bigger picture.</li></ul>

### Next steps:

1. Send out parent voice survey.
2. Consider categories for homework.
3. Gain more student voice on homework

**SUBJECT  
KNOWLEDGE  
ENGAGEMENT  
CHALLENGE  
QUESTIONING  
LEARNING  
TO LEARN**

Developing a love of reading  
at Willingdon Community School

Parent Forum 08.11.23



**“Just 2 in 5 (43.4%) 8- to 18-year-olds told us in early 2023 that they enjoyed reading in their free time. This is the lowest level of reading enjoyment we have recorded since 2005.”**

(National Literacy Trust, 2023)

Benefits of reading:

- Improves academic performance
- Strengthen writing skills
- Improves memory and focus
- Develops vocabulary
- Expands knowledge
- Lowers stress
- Creates a sense of imagination



# What do we do to develop a love of reading?

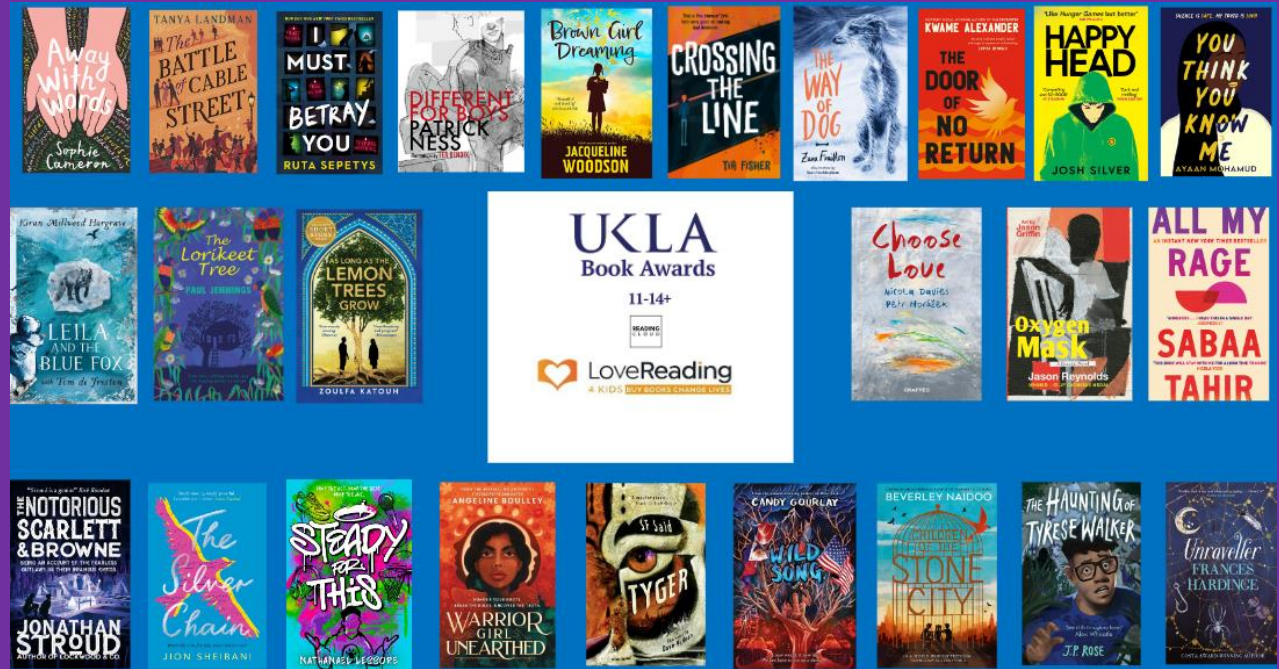
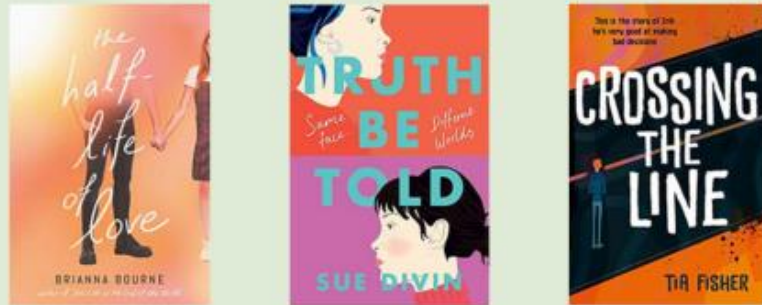
- A timetabled reading lesson/library lesson as part of the curriculum
- Book Buzz for Years 7 and 8!
- KS3 #inmyshoes empathy reading project
- Reading conversations with English teachers
- Author visits and our Library



# Southern Schools Book Award

Celebrating fantastic fiction!

2023 Shortlist



[rbrown@willingdonschool.org.uk](mailto:rbrown@willingdonschool.org.uk)  
[hmallipoudy@willingdonschool.org.uk](mailto:hmallipoudy@willingdonschool.org.uk)





## Echo Reading

### How?

- Negotiate to read a sentence, paragraph, or page
- You read a sentence, paragraph or page and then your child rereads (echoes) the same section
- Continue taking turns

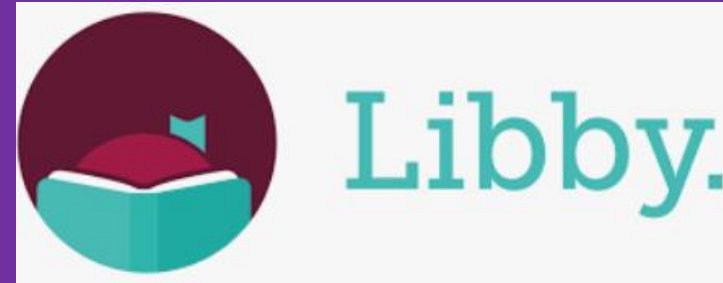
### Why?

- Builds your child's confidence in sounding like a fluent reader
- Provides a model of good reading
- Focuses on understanding and fills gaps in understanding

**Less can be more.** For reluctant readers, there are lots of shorter, less intimidating books out there. The school library has a selection of short stories that we can recommend.



**Audiobooks are just as valuable as written books.** If you have a library card you can download the 'Libby App' which will loan you a audio version of books which your child can listen to through their phone.

**#BookTok on TikTok** can support children find book recommendations. (Guidance on TikTok is on the school website and is for 13+)



**Waterstones**

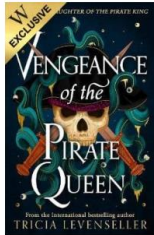
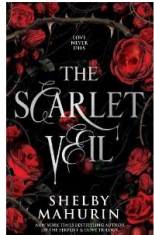
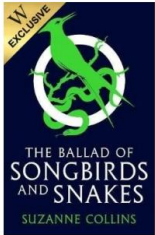



CHRISTMAS | NEW | SPECIAL EDITIONS | BOOKS | OUR FAVOURITES | GAMES | STATIONERY & GIFTS

Title, author, keyword or ISBN  

### BookTok Reads

It is no exaggeration to say that BookTok has revolutionised the way many of us consume literature. With armies of passionate content creators whose judgements can make or break a book, author or even entire genre, the community has played a huge part in the success of authors such as [Colleen Hoover](#), [Taylor Jenkins Reid](#), [R.F. Kuang](#) and many, many others. Discover the titles that the BookTok faithful have taken to their hearts below.

#### Teen & YA

					
Vengeance of the Pirate Queen Tricia Levenseller £16.99 £14.99 Hardback	The Scarlet Veil Shelby Mahurin £14.99 Hardback	The Ballad of Songbirds and Snakes Suzanne Collins £8.99 £7.49 Paperback	The Hunting Moon Susan Dennard £8.99 Paperback	If You'll Have Me Eunnie £12.99 Paperback	Foul Heart Huntsman Chloe Gong £18.99 Hardback

# POST 16 OPTIONS MADE SIMPLE



Use the information below to help you understand the options available to you after Year 11.

IF I ACHIEVE THE FOLLOWING GCSEs ...	I CAN MOVE ONTO LEVEL ...	AND CONSIDER THESE OPTIONS ...	AND APPLY FOR ...
<div>5+ 5+ 5+ 5+ 5+</div> <div>inc English Language and Maths at a Grade 4 Exact requirements vary according to the subject</div>	3	A LEVELS	3 or 4 SUBJECTS
<div>4+ 4+ 4+ 4+</div> <div>inc English and Maths at a Grade 4 and above</div>	3	T LEVELS	1 SUBJECT
<div>4+ 4+ 4+ 4+ 4+ 3+ 3+ 3+ 3+ 2+ 2+ 2+</div> <div>inc English and Maths at a Grade 3 Exact requirements vary according to the course</div>	3 2 1	VOCATIONAL COURSES	1 SUBJECT COURSE
<div>4+ 4+ 3+ 3+</div> <div>Exact requirements vary according to the employer</div>	3 2	APPRENTICESHIPS	APPLY FOR VACANCIES
What if I get grades below 2 ?	ENTRY	VOCATIONAL COURSES	1 SUBJECT COURSE

## The main post 16 options for young people are...



- **Full time education at a school or college** e.g. A Levels or Vocational qualifications
  - **A 'T Level'** – introduced in 2020, these are industry specific Level 3 qualifications - equivalent to 3 A levels, delivered in college
  - **An apprenticeship or traineeship**
  - **Part time education or training** - this must be in addition to employment, self-employment or volunteering for a minimum of 20 hours per week.
- All young people must be in some form of education or recognised training until they are 18.**

# A Levels

**A Levels are excellent general qualifications that are valued by employers and also universities.**

A Levels offer a great route to degree level study, but there are also routes to higher education from the [vocational qualifications](#) offered in colleges and in some schools.

A Levels give young people a chance to find out about their GCSE subjects in greater depth or do one of the subjects that many schools and colleges only offer at A Level such as Law, Economics or Psychology.

It is possible to combine [vocational qualifications](#) such as BTEC Level 3 qualifications or OCR qualifications with A Levels depending on the school or college they will be attending.

These qualifications attract UCAS points (many universities indicate the number of UCAS points needed for entry to their courses) in the same way as A Levels.

## **A Levels are assessed:**

- At the end of the two year course
- Assessment is mostly through exams





# Vocational qualifications

**Vocational Qualifications offer practical learning programmes that relate to specific job roles or employment sectors.**

There are many different types of vocational qualifications in a wide range of subjects at all levels, from Entry Level right up to Level 8

-Vocational courses are designed to help young people learn in a practical way about a specific job area - helping them to get the skills needed to start a job, progress in a career or go on to higher levels of education.

**Vocational qualifications include:**

- Vocational subjects** that are related to a broad employment area such as business, engineering, IT, health and social care
- Vocational courses** that lead to specific jobs such as hairdressing, accounting, professional cookery, plumbing
- Apprenticeships** that are 'work-related' where you will be trained for a job role and get paid as you learn.
- T Levels** that lead to a specific job role and are equivalent to 3 A Levels.



# T Levels



T Levels are Level 3 qualifications - equivalent to 3 x A levels.

- They lead to a specific occupation and are available in a whole range of different areas, from Design, Surveying and Planning to Education and Childcare.
- They have been designed by professional bodies, employers and universities so that they are relevant and up to date.
- They include at least 3 months work experience and opportunity to build transferable skills and knowledge related to the job area.

Students can progress from a T Level on to apprenticeships, jobs and university.

## Who are they for?

They are for 16 - 19 year olds who want to focus on developing the skills and knowledge required for a specific occupation or job sector.

# Apprenticeships



If students have a particular job sector or career in mind, then an apprenticeship could be a choice worth considering. An apprenticeship can be done directly after leaving school and students would look for an advanced apprenticeship (Level 3 - which is A level equivalent) on the following website, from the May/June of the year they are leaving school or they can approach companies directly. Alternatively, if they choose to do an apprenticeship after college, they could look for a degree apprenticeship (Level 4).

<https://www.gov.uk/apply-apprenticeship>

## **Apprenticeships provide an opportunity to:**

- Gain an insight into the reality of working in a job area;
- To develop the skills required to work in that type of employment;
- Get paid.

**There is an improved chance of getting a job at the end of the apprenticeship** - research shows that around 90% of apprentices stay in work on completion of their training and 71% of apprentices stay with the same employer.

There is a wide range of different apprenticeships in almost every type of work - although not all options are available in every job sector - some young people might find that they need to travel or, sometimes, temporarily move location to undertake the apprenticeship they have chosen.

# Traineeships

If you are aged 16 to 24 and not quite ready to start an apprenticeship, you could consider a Traineeship.

Traineeships are designed to help young people who want to get an apprenticeship or job, but don't yet have the appropriate skills or experience.

Traineeships aim to prepare young people for their future careers by helping them to become 'work ready'.

## Things you could do to help your child make their post 16 choices



- Think carefully about their [skills](#), [favourite subjects](#) and [strengths and values](#) and translate these into potential employment possibilities for the future.
- Look at various websites such as Careerpilot and UCAS as they have lots of information about different [job sectors](#) and profiles of different **types of jobs**.
- Attend Post-16 assemblies during school on the options available.
- Visit colleges and sixth forms on their open evenings and taster days.
- Attend careers fairs and university trips.
- Do research as certain professions require a certain combination of A Levels which are required for university entrance e.g. Medicine
- If they need more help, encourage them to make an appointment or drop in to see Mrs Rooney or email her on [srooney@willingdonschool.org.uk](mailto:srooney@willingdonschool.org.uk)



# What is likely to suit you best?

Apprenticeship – local and regional employers potentially with the opportunity to attend college	School sixth form – e.g. Seaford Head/Hailsham CC	Sixth form college e.g. Bexhill Sixth Form College	Further and Higher Education College e.g. East Sussex College
<ul style="list-style-type: none"> <li>• Opportunity to earn and learn</li> <li>• In an “adult” environment from day 1</li> <li>• You may get to go to college</li> <li>• The quality of apprenticeship varies</li> <li>• They can be done at level 1, 2 and 3 depending on the employer, your grades, prior experience and aptitude for the job</li> <li>• Good apprenticeship are VERY competitive</li> </ul>	<ul style="list-style-type: none"> <li>• Likely to have form groups and tutor times</li> <li>• Structured day</li> <li>• Potentially smaller group sizes and more teacher input</li> <li>• Opportunities to get involved in extra curricular activities</li> <li>• Strong sense of identity and role model for younger students</li> <li>• Smart dress and more rules</li> <li>• Sixth form area</li> </ul>	<ul style="list-style-type: none"> <li>• Increased level of independence</li> <li>• Students are older and have chosen to be there</li> <li>• Canteen and shop</li> <li>• Independent study a must</li> <li>• Casual approach to uniform but still have registers and routines</li> <li>• Tutorial and study rooms</li> <li>• Practical, vocational courses as well as academic – different people</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple campuses, a big organisation</li> <li>• Huge range of courses</li> <li>• Learning Centres</li> <li>• Independence and self directed learning</li> <li>• Well being team and allocated Study Programme Tutor</li> <li>• More freedom but more personal self discipline required</li> <li>• Adult learning as well as post 16</li> </ul>

